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Certain criteria, as illustrated in Michigan, are becoming generally accepted as the basis for junior college master planning: namely, (1) the junior college system must fit the state's over-all plan for higher education, (2) the college should be established through local initiative, according to geographical feasibility and willingness to share operating responsibility, (3) a single state agency should approve the establishment and provide a degree of coordination, (4) a local board of trustees should have operation and management control, (5) tuition should be kept at a minimum through assured state and local financing, (6) the college should meet educational, social, and economic needs, especially vocational-technical training, (7) it should reflect and enhance the institutional image of the community, and (8) it should actively assist students unable to meet prescribed standards of admission and completion. The study notes Michigan's particular problems (as well as certain general ones) and their relation to the rest of the state's higher education institutions. The questions causing most anxiety, but approaching solution, are: (1) settling on a districting plan, (2) providing a program of review to avoid duplication of facilities and services, (3) a state aid formula to support the founding of a college and to deal with emerging individual differences, and (4) creating a state policy of equal educational opportunity, especially in urban areas. The specific goals of the Michigan State Board of Education are appended. (HH)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

AN EXAMINATION AND ANALYSIS OF THE STATE OF MICHIGAN PLAN FOR HIGHER EDUCATION (Not Officially Adopted)

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John W. Porter

Prepared for the Midwest Community College Leadership Council
July 12, 1968

MAY I FIRST OF ALL, TAKE THIS OPPORTUNITY TO WELCOME EACH OF YOU TO MICHIGAN. IT IS INDEED A PLEASURE TO HAVE THIS OPPORTUNITY TO MEET WITH PROFESSORS OF COMMUNITY COLLEGE EDUCATION AND STATE DIRECTORS OF COMMUNITY COLLEGE COORDINATING AGENCIES. MY ASSIGNMENT THIS MORNING IS TO REVIEW WITH YOU THE INGREDIENTS WHICH GO INTO MAKING A COMMUNITY COLLEGE PLAN, A REALITY IN RELATIONSHIP TO HIGHER EDUCATION PLANNING AND COORDINATION ACTIVITIES AT THE STATE LEVEL.

FEW PERSONS IN THE HISTORY OF THESE UNITED STATES, LESS THAN 200 I WOULD GUESS, HAVE HAD THE GOOD FORTUNE OR "MISFORTUNE" OF BEING A CO-PRINCIPAL ARCHITECT IN DRAFTING AN INITIAL STATE PLAN FOR HIGHER EDUCATION. PROBABLY EVEN FEWER OF THESE 200 PERSONS HAD THE EXPERTISE FOR SUCH AN ASSIGNMENT.

THIS IS A NEW AMERICAN ADVENTURE, GUIDELINES ARE NOT CRYSTAL CLEAR, AND INDEED EACH STATE VARIES SO GREATLY AS TO WHAT CAN BE DONE AT A PARTICULAR POINT IN TIME, THAT THE GUIDELINES OR CRITERIA WHICH ARE AVAILABLE ARE DIFFICULT TO APPLY UNIFORMLY.

I HAVE HAD THE RARE AND "EXCITING" EXPERIENCE, EVEN THOUGH I AM SURE TO FALL INTO THE CATEGORY OF THE 200 "LESS THAN" EXPERTS, OF ATTEMPTING TO ASSIST IN PUTTING TOGETHER A STATE PLAN FOR HIGHER EDUCATION IN MICHIGAN.

WHEN ASKED BY DR. RISLOV TO EXAMINE AND ANALYZE THE COMMUNITY COLLEGE PLAN FOR MICHIGAN, I INDICATED THE PREREQUISITES MIGHT BE OF GREATER IMPORTANCE FOR, INDEED, THEY DETERMINE IN THE FINAL ANALYSIS HOW THE REAL PLAN WILL EMERGE. I WOULD THEREFORE LIKE TO REVIEW WITH YOU THE CONSIDERATIONS WHICH SEEM AFTER TWO YEARS TO BE MOST IMPORTANT IN DEVELOPING A STATE PLAN FOR HIGHER EDUCATION.

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BEFORE DOING THIS HOWEVER, LET ME LIST FOR YOU THE BASIC PRINCIPLES FOR A COMMUNITY COLLEGE PLAN BASED UPON THE EXPERIENCES OF THE PAST TWO YEARS. THESE PRINCIPLES WE MIGHT CALL CRITERIA FOR EXAMINING AND ANALYZING STATE PLANS FOR COMMUNITY COLLEGES. THESE CRITERIA WHICH WE USED, HAVE COME IN FOR CRITICISM, BUT MORE AND MORE ARE BECOMING ACCEPTABLE CRITERIA IN MICHIGAN AND ACROSS THE NATION.

1. COMMUNITY COLLEGES SHOULD BE ESTABLISHED IN ACCORDANCE WITH AN OVERALL STATE PLAN FOR HIGHER EDUCATION WHICH DESCRIBES THE POSTSECONDARY EDUCATIONAL SYSTEM OF THE STATE.
2. COMMUNITY COLLEGES SHOULD BE ESTABLISHED THROUGH LOCAL INITIATIVE, BASED UPON A LOCAL SURVEY WHICH ADDRESSES ITSELF IN PART TO THE GEOGRAPHIC SETTING AND THE READINESS OF THE PROPOSED DISTRICT TO ASSUME A SHARE OF THE RESPONSIBILITY FOR OPERATIONS.
3. THE STATE LEGISLATURE SHOULD ESTABLISH A SINGLE STATE AGENCY WITH THE RESPONSIBILITY FOR APPROVING THE ESTABLISHMENT OF COMMUNITY COLLEGES AND PROVIDING A DEGREE OF GENERAL STATE PLANNING AND COORDINATION.
4. THE CONTROL OF A COMMUNITY COLLEGE SHOULD BE VESTED IN A LOCAL BOARD OF TRUSTEES WHOSE SOLE RESPONSIBILITY IS THE OPERATION AND MANAGEMENT OF THE COLLEGE.
5. COMMUNITY COLLEGES SHOULD BE PROVIDED ASSURANCE OF SUFFICIENT STATE AND LOCAL FINANCIAL SUPPORT TO KEEP TUITION AT A MINIMUM IN ACCORDANCE WITH THE GENERAL FISCAL PATTERN OF THE STATE.
6. COMMUNITY COLLEGES SHOULD BE CHARGED WITH THE RESPONSIBILITY OF MEETING THE DIVERSE POST-HIGH SCHOOL EDUCATION, SOCIAL, AND ECONOMIC NEEDS OF THE COMMUNITY WITH SPECIAL EMPHASIS UPON VOCATIONAL-TECHNICAL TRAINING.
7. EACH COMMUNITY COLLEGE SHOULD BE ORGANIZED AND OPERATED TO REFLECT AND ENHANCE THE INSTITUTION IMAGE AS GENERALLY IDENTIFIED WITH THE COMMUNITY COLLEGE MOVEMENT.

8. FINALLY, COMMUNITY COLLEGES SHOULD BE COMMISSIONED TO SEEK OUT AND ASSIST THE YOUTH AND ADULTS WHO ARE NOT ABLE FOR ONE OR MORE REASONS TO MEET THE PRESCRIBED STANDARDS OF ADMISSION AND PROGRAM COMPLETION.

HAVING SAID THESE CHOSEN WORDS, LET ME HASTEN TO ADD PRINCIPLES ARE NOT EASILY TRANSFORMED INTO REALITY. WHAT THEN ARE SOME OF THE OBSTACLES AND PREREQUISITES AS MENTIONED EARLIER WHICH PREVENT OR MODIFY THESE EIGHT PRINCIPLES FROM BEING INCORPORATED INTO A "PERFECT" COMMUNITY COLLEGE PLAN? IN AN ATTEMPT TO RESPOND TO THIS QUESTION, SEVERAL ADDITIONAL QUESTIONS SEEM APPROPRIATE FOR AN ARCHITECT OF A STATE PLAN FOR COMMUNITY COLLEGES TO RESOLVE OR AT LEAST UNDERSTAND BEFORE UNDERTAKING HIS TASK. THESE OBSTACLE OR PREREQUISITE QUESTIONS ARE:

1. WHAT DOES THE STATE CONSTITUTION SAY ABOUT HIGHER EDUCATION?
2. WHAT DO THE STATUTES AND LEGISLATORS SAY ABOUT HIGHER EDUCATION?
3. WHAT IS THE POSITION OF THE EXECUTIVE OFFICE IN REGARD TO HIGHER EDUCATION?
4. WHAT KIND OF HIGHER EDUCATION DATA HAVE BEEN ASSEMBLED IN THE PAST?
5. HOW ENTRENCHED ARE THE PUBLIC BACCALAUREATE INSTITUTIONS?
6. WHAT IS THE ROLE OF THE NONPUBLIC COLLEGES AND UNIVERSITIES?
7. WHAT IS THE STATUS OF THE COMMUNITY COLLEGE MOVEMENT IN THE STATE?
8. WHAT IS CONSIDERED HIGHER EDUCATION IN THE STATE?
9. WHO IS COMMISSIONING THE DRAFTING OF THE STATE PLAN FOR HIGHER EDUCATION?
10. IS THE PLAN TO BE WRITTEN IN COOPERATION WITH THE INSTITUTIONS OR APART FROM THEM?

ADDED TO THESE TEN BASIC QUESTIONS ARE MANY OTHERS WHICH HAVE A BEARING UPON THE INITIAL DRAFT. I AM REMINDED OF ONE OF OUR STATE COMMUNITY COLLEGE BOARD MEMBERS WHO EACH TIME WE RECOMMEND A NEW POLICY SUGGESTS I DISCUSS THE POLICY WITH NORM HARRIS. I AM ALWAYS TEMPTED TO SAY, "AFTER I KNOW WHAT I AM TALKING ABOUT, I'LL BE GLAD TO DISCUSS THE POLICY QUESTION."

THE MORAL OF THE STORY IS THAT IN SOME STATES SEVERAL "PROFESSORS" - QUOTE, UNQUOTE, MICHIGAN IS A PRINCIPAL EXAMPLE - HAVE EMERGED AS "THE EXPERTS" IN THE FIELD. INDEED WE WILL CONTINUALLY SEEK THE ASSISTANCE OF NORM HARRIS, SIG RISLOV, RAY YOUNG, AND MAX SMITH AS WE SEEK NEW STATE PLANS FOR COMMUNITY COLLEGES. THESE MEN HAVE BEEN INFLUENTIAL IN PROVIDING GUIDANCE IN DEVELOPING THE STATE PLAN, AS WELL AS INTERPRETING THEM TO INTERESTED PEOPLE IN THE STATE.

TO MOISTEN YOUR APPETITE, HERE IS SOME BACKGROUND INFORMATION TO THE 10 QUESTIONS FROM THE MICHIGAN SCENE.

1. IN MICHIGAN, PUBLIC FOUR-YEAR COLLEGES ARE CONSTITUTIONALLY ESTABLISHED, AND PROVIDES FOR LOCAL COMMUNITY COLLEGE BOARDS OF TRUSTEES. THE CONSTITUTION ALSO PROVIDES FOR A STATE BOARD OF EDUCATION WHICH HAS "GENERAL PLANNING AND COORDINATION" RESPONSIBILITY AND IS GIVEN A STATE BOARD FOR PUBLIC COMMUNITY AND JUNIOR COLLEGES WHICH PROVIDES ADVICE.
2. THERE ARE NO STATUTES DETAILING THE ROLE OF THE STATE PLANNING AND COORDINATING AGENCY OTHER THAN THAT IN THE CONSTITUTION, AND MICHIGAN LEGISLATORS HAVE BEEN INCLINED TO LEAVE IT THAT WAY.
3. THE GOVERNOR'S OFFICE HAS A CONSTITUTIONAL RESPONSIBILITY FOR PREPARING AN EXECUTIVE BUDGET AND WITH 25 PERCENT OF THE $1.3 BILLION GENERAL FUND BUDGET FOR HIGHER EDUCATION, AND 53 PERCENT OF THE STATE'S PURSE FOR EDUCATION IN GENERAL, HE IS INCLINED TO MAINTAIN A STRONG AND EFFECTIVE BUREAU OF THE BUDGET.
4. SEVERAL RECENT STUDIES OVER THE PAST TEN YEARS HAVE BEEN MADE SUGGESTING A NEED FOR STATE PLANNING OF HIGHER EDUCATION IN MICHIGAN, BUT FEW SPEAK TO THE CENTRAL ISSUE OF WHO IS GOING TO STICK OUT HIS NECK TO PLAN AND COORDINATE.

5. THE PUBLIC BACCALAUREATE INSTITUTIONS ENJOY A CONSTITUTIONAL PRIVILEGE UNLIKE THAT ANYWHERE IN THE NATION, AND HAVE NURTURED THIS STATUS SINCE 1817 TO THE END THAT THERE ARE NOW ELEVEN SUCH INSTITUTIONS, EIGHT OF WHICH ARE CALLED "UNIVERSITIES."

6. THE PUBLIC SECTOR OF HIGHER EDUCATION IS FURTHER ENHANCED AS A RESULT OF THE RATIO OF STUDENT ENROLLMENTS IN PRIVATE INSTITUTIONS WHICH IS ABOUT 16 PERCENT. MOST OF PRIVATE HIGHER EDUCATION IN MICHIGAN IS BACCALAUREATE LIBERAL ARTS.

7. THE COMMUNITY COLLEGES ARE ON THE MOVE IN MICHIGAN. LAST WEEK THE NEW BOARD FOR A WAYNE COUNTY COMMUNITY COLLEGE TOOK OFFICE WHICH COULD ADD 30,000 TO 40,000 STUDENTS TO THE SIZE OF THE MOVEMENT.

8. MICHIGAN HAS A TOTAL OF 92 HIGHER EDUCATION INSTITUTIONS; 11 PUBLIC BACCALAUREATE, 28 COMMUNITY COLLEGES, AND 53 NONPUBLIC. HOWEVER THERE ARE THOSE WHO STRONGLY BELIEVE SOME OF THE 400 PROPRIETARY SCHOOLS SHOULD BE PART OF THE SYSTEM OF POSTSECONDARY EDUCATION.

9. THE STATE BOARD OF EDUCATION HAS COMMISSIONED THE DRAFTING OF THE STATE PLAN WITHOUT FINANCIAL SUPPORT TO DO SO, LEAVING IN ABEYANCE THE QUESTION OF STATEWIDE SUPPORT.

10. FINALLY, THE STATE PLAN IS BEING DEVELOPED COOPERATIVELY WHICH IS IN MY OPINION A WISE APPROACH. I KNOW OF SEVERAL THAT WERE DONE IN LESS THAN TWO YEARS WITH quit BROAD PARTICIPATION AND HEARINGS.

THERE ARE THOSE WHO MIGHT SAY THE MICHIGAN PLAN IS NOT A COOPERATIVE VENTURE AND WOULD SUGGEST WE SPEND ANOTHER SEVERAL YEARS REWRITING THE PLAN. HOWEVER, WHETHER DONE IN A COOPERATIVE SPIRIT OR IN ISOLATION, A STATE PLAN WILL not SATISFY ALL POSITIONS.

HAVING SET THE STAGE WITH THESE REMARKS, A QUICK LOOK AT THE OUTCOME. IT IS APPARENT BECAUSE OF THE OBSTACLES OR PREREQUISITES THAT A PLAN FOR COMMUNITY COLLEGES CANNOT BE UNDERTAKEN IN MICHIGAN IN ISOLATION FROM THE

REST OF HIGHER EDUCATION. ALTHOUGH THIS IS THE CASE, AN EXAMINATION AND ANALYSIS OF THE BASIC OBJECTIVES OF THE PROPOSED 40 PRONOUNCEMENTS OF THE STATE PLAN REVIEWED THIS WEEK BY THE STATE BOARD OF EDUCATION REVEALED 12 ARE SPECIFICALLY ADDRESSED TO COMMUNITY COLLEGES - (9), (21), (22), (23), (24), (29), (30), (31), (32), (36), (37), (39).

ONLY FIVE ARE SPECIFICALLY ADDRESSED TO PUBLIC BACCALAUREATE INSTITUTIONS - (10), (11), (26), (27), (28); ONE IS SPECIFICALLY FOR PRIVATE COLLEGES - (5); AND 22 AFFECT ALL OF THE COLLEGES AND UNIVERSITIES.

TIME DOES NOT PERMIT A REVIEW OF THE ACTUAL 12 STATE PLAN PROPOSED POLICY STATEMENTS AFFECTING COMMUNITY COLLEGES, BUT THESE ARE CONTAINED IN MY PAPER. SPECIFICALLY, THE 12 STATE PLAN STATEMENTS DEAL WITH:

—OPEN DOOR ADMISSIONS

—COORDINATION OF HIGH-COST VOCATIONAL-TECHNICAL PROGRAMS

—INTERIM SERVICES IN UNORGANIZED AREAS

--COORDINATION OF SECONDARY AND POSTSECONDARY PROGRAMS

—COTERMINOUS BOUNDARIES WITH INTERMEDIATE DISTRICTS

—ESTABLISHMENT OF INDEPENDENT COMMUNITY COLLEGE DISTRICTS

—CONVENIENT SITES FOR SERVICES ACCESSIBLE FOR ALL RESIDENTS

--PRESENCE OF RESIDENCE HALLS ON THE COMMUNITY COLLEGE CAMPUS

—EVOLUTION INTO BACCALAUREATE INSTITUTIONS

—NONRESIDENT STUDENT CHARGES

—A NEW STATE AID FORMULA

—SHARING OF LAND ACQUISITION AND CAPITAL OUTLAY COSTS.

DEPENDING UPON TO WHOM YOU ARE TALKING, YOU GET VARYING RESPONSES AS TO THE COMPLETENESS AND APPROPRIATENESS OF OUR PROPOSED PLAN. FOR EXAMPLE:

—SOME SAY THE STATE PLAN FOR HIGHER EDUCATION IS MERELY A PLAN FOR COMMUNITY COLLEGES.

--OTHERS SAY WHAT WAS NEEDED IS A STATE PLAN FOR THE BACCALAUREATE INSTITUTIONS SINCE IT IS THE STATE THAT PAYS THE BULK OF THEIR OPERATIONS, WHILE THE LOCAL PEOPLE PAY A SIZABLE PORTION OF THE COST OF COMMUNITY COLLEGES AND SHOULD BE FREE TO SAY WHAT THEY SHOULD OFFER.

--SOME SAY THE PLAN IS TOO SPECIFIC, GOES TOO FAR, WHILE OTHERS SAY IT DOESN'T DETAIL AND PRESCRIBE ENOUGH OF THE DIFFERENT ROLES.

OUT OF THIS KIND OF GIVE AND TAKE, THERE WILL EMERGE A STATE PLAN, AND HOPEFULLY THE PRINCIPAL DRAFTERS WILL BE AROUND TO SEE ITS EMERGENCE. THE ESSENTIAL FEATURES OF THE MICHIGAN PLAN CAUSING ANXIETY, WHEN COMPARED TO THE EIGHT PRINCIPLES OUTLINED IN THE BEGINNING ARE THESE:

1. DIVIDING THE STATE INTO COMMUNITY COLLEGE DISTRICTS. THIS IS A TEDIOUS BUT NECESSARY TASK, BUT IN MICHIGAN WE ARE VERY CLOSE TO A FINAL RECOMMENDED DISTRICTING PLAN.

2. PROVIDING FOR A SYSTEM OF PROGRAM REVIEW TO GUARD AGAINST DUPLICATION OF FACILITIES AND SERVICES. THIS IS DIFFICULT, BUT A NECESSARY INGREDIENT IF STATE PLANNING IS TO HAVE ANY MEANING AND IN MICHIGAN WE HAVE THE MAKINGS OF A PROGRAM REVIEW PROCEDURE, BUT ONE WHICH IS STILL BEING DISCUSSED ENERGETICALLY.

3. DEVELOPING A STATE AID FORMULA WHICH WOULD PROVIDE A FOUNDATION PROGRAM FOR EVERY COMMUNITY COLLEGE AND ADDITIONAL AMOUNTS TO MEET THE EMERGING INDIVIDUAL DIFFERENCES OF EACH COLLEGE. WE THOUGHT WE HAD THE MAKINGS OF THIS PRINCIPLE THIS YEAR BEFORE THE TORPEDO HIT.

4. CREATING A STATE POLICY OF EQUAL EDUCATIONAL OPPORTUNITY IN AN EFFORT TO COMBAT THE URBAN PROBLEMS OF THE DAY. THIS STANDS OUT AS A MAJOR AREA OF CONCERN IN THE MICHIGAN PLAN AND ONE IN WHICH THE COMMUNITY COLLEGE MUST ASSUME A GREATER RESPONSIBILITY.

AN EXAMINATION AND ANALYSIS OF THE MICHIGAN PLAN OF HIGHER EDUCATION WITH PARTICULAR EMPHASIS UPON THE COMMUNITY COLLEGE PORTION HOPEFULLY WILL SHOW THAT WE ARE ON THE RIGHT TRACK, BUT JUST IN CASE WE ARE NOT, I HOPE AS YOU STUDY THIS PAPER AND APPENDIX A THAT YOU WILL NOT BE TOO HARSH IN YOUR CRITICISM THIS AFTERNOON DURING THE PANEL DISCUSSION.

NOT FOR PUBLICATION

APPENDIX A

June 12, 1968
Revised June 27, 1968

Higher Education State Plan Goals

The State Plan for Higher Education in Michigan is based upon the principle that, through cooperative efforts, a division of labor can be achieved among the several segments of higher education presently consisting of 95 public and private institutions of higher education.

For the development and implementation of this Plan, the State Board of Education deems it appropriate to identify 40 areas of activity which need to be given high priority.

Proprietary School Coordination

1. Because of the increasing demands for greater numbers of technically trained people and the rapidly increasing number of vocational-technical programs in community colleges, it shall be the intent of the State Board of Education, in cooperation with the four other state agencies responsible for the supervision of proprietary schools to develop administrative relationships to coordinate the program developments of proprietary schools as part of the overall system of higher education. (Chapter I, p. 12)

Role of the State Board of Education

2. In its capacity as the higher education general planning and coordinating agency, it shall be the duty of the State Board of Education to plan for and encourage the orderly development of a comprehensive state system of education beyond the secondary level that will adequately serve all the needs of the state. (Chapter I, p. 16)
3. As an initial step in carrying out its constitutional mandate, it shall be the responsibility of the State Board of Education to assemble information concerning the existing educational pattern of each public and private

institution in terms of its recognized educational responsibilities and the scope of its services and offerings. (Chapter I, p. 16)

Individual Needs for Higher Education

4. Since long-range enrollment projections are necessary in determining the need for educational programs, space, and faculty, and because of the important variables reflecting the college going-rate, it shall be the responsibility of the State Board of Education to maintain long-range projections of potential and probable student enrollments. Such projections shall be updated annually in order to take into account new and changing circumstances. (Chapter II, p. 3)

5. The State Board of Education expects to seek additional methods by which the private institutions can be properly assisted. Therefore, the State Board of Education reaffirms its support of nonpublic higher education and will seek to foster its welfare and development by appropriate measures consistent with constitutional provisions and sound public policy. One such measure to be considered deals with the possibility of developing a plan for providing educational services to the state through contractual arrangements with nonpublic institutions. (Chapter II, p. 4)

6. Still remaining to be answered is the question of how many potential college students do not have an opportunity to attend college for some appropriate educational program or course of training. Therefore, it shall be the policy of the State Board of Education to continue to coordinate and encourage the colleges and universities and others involved with education and welfare of our youth to seek out and assist those who have the ability to do the required academic work but who, because of inadequate academic preparation or other reasons, are unable to meet the prescribed admission

standards of the institutions. Such students must be provided comprehensive evaluation, counseling, and assistance. (Chapter II, p. 6)

Society's Needs for Persons with a Higher Education

7. The State Board of Education needs to be informed concerning changes in needs and demands for persons trained for the professions, sciences, and technical fields of various kinds. Therefore, it shall be the policy of the State Board of Education to encourage and foster studies of the needs of people for professional preparation in specific areas and to exercise leadership in securing the necessary cooperation among the concerned departments of state and the higher education institutions in carrying out such studies. (Chapter II, p. 8)

8. There is also a continuous need for studies of society's demands and needs for people trained for the various occupations. As a result, it shall be the policy of the State Board of Education to exercise leadership in promoting and encouraging continuous study of society's demands and needs for people trained in the various vocational and technical skills, and to initiate such studies as occasions dictate. (Chapter II, p. 10)

Admission of Students to the Institutions of Higher Education

9. The community college bears a particular responsibility to provide the educational programs and courses that the people of its district need and can use. It shall therefore be the policy of the State Board of Education to advise the boards of trustees of community colleges that their practice should be to admit any high school graduate, or other out-of-school person, and counsel with him about the programs or courses for which he is prepared and from which he may benefit. (Chapter II, p. 12)

10. In order that community college transfers to baccalaureate institutions may have the opportunity to achieve their educational goals, it shall be the policy of the State Board of Education to encourage baccalaureate institutions to accept the special responsibility to admit academically qualified community college transfers, and to provide them with essential counseling during the period of transition. (Chapter II, p. 12)

11. The admission policies and practices of the baccalaureate colleges and universities vary according to the goals and objectives of each, with the result that some students are denied admission at some of the institutions. As a result of the lack of knowledge related to admission policies and practices of the institutions, the State Board of Education shall conduct studies in cooperation with the colleges and universities in order to establish admission and retention policies and practices which would make it possible for a larger number of students to be admitted, consistent with the needs of society. (Chapter II, p. 12)

12. Candidates for admission to colleges and universities cannot always be certain that their applications will be accepted in the institution of their choice, which results quite often in candidates applying at several institutions. To assist in providing information on available openings, it shall be the position of the State Board of Education to develop further its admission information and referral center whereby students who desire such information can ascertain, on short notice, what educational programs are available to them, and where. (Chapter II, p. 12)

Financial Assistance for Students

13. Higher Education can no longer be readily available to only the academically qualified and the well-to-do, and since there are thousands

of Michigan residents who could profit from a higher education but cannot afford to enroll, it shall be the policy of the State Board of Education that sufficient financial assistance be available to every individual who is academically qualified to undertake a higher education program of his choice. To this end, it shall be the responsibility of the State Board of Education to foster the coordination of state, institutional, and federal funds and to promote whatever other student assistance programs are needed. (Chapter II, p. 13)

14. A major weakness of the state guaranteed loan program is the lack of enthusiasm of financial institutions in making long-term student loans. The result is that there are never enough funds to meet the needs. Therefore, it shall be the responsibility of the State Board of Education to seek legislative action to provide sufficient funds for the state guaranteed loan fund and to accomplish greater participation by financial institutions. (Chapter II, p. 16)

15. In an effort to improve the handling of multiple applications for the State Competetive Scholarship and Tuition Grant Programs, it shall also be the responsibility of the State Board of Education to recommend that the State Competitive Scholarship Program and the Tuition Grant Program have similar financial need tests. (Chapter II, p. 17)

16. The Incentive Awards Program which would identify high school students from disadvantaged backgrounds is of utmost importance if more young people are to be given an opportunity for higher education. Therefore, it shall be the responsibility of the State Board of Education to give highest priority to the implementation of the Incentive Awards Program and to urge the Legislature to provide sufficient funds to enable it to meet the existing needs. (Chapter II, p. 18)

Planning and Coordinating Educational Programs

17. For the purpose of providing the State Board of Education with up-to-date information concerning the individual institutions of higher education, it shall be the policy of the State Board of Education to request that each public baccalaureate institution and community college file annually with the State Board of Education its updated five-year plan of operations showing its educational roles, its actual and proposed programs, its required faculties and staff, and its projected operating and capital costs, including self-liquidating facilities. The end result will be that the roles of the individual institutions can be more clearly defined within the total system of higher education in the state. The private institutions are invited to file their plan of operations in order that they may be taken into account in the long-range planning for higher education. (Chapter III, p. 3)

18. An inventory of existing programs at all colleges and universities is the basis for evaluation of requests for new programs. Therefore, it shall be the responsibility of the State Board of Education to maintain an updated inventory of educational programs offered by each public and private baccalaureate institution and community college. The private institutions are invited to file their programs in order that they may be taken into account in overall planning for the state. (Chapter III, p. 4)

19. It is essential that the State Board of Education have access to such information as it may need at any time for conducting studies and formulating recommendations essential to program planning and coordination. In order that information may be comparable and capable of analysis, it shall be the policy of the State Board of Education to obtain standard reporting procedures for the use of all institutions, both public and private. (Chapter III, p. 4)

20. As a result of the growing demands for off-campus programs at the undergraduate, graduate, and graduate professional levels, and because there is not now a clear direction as to the overall state planning and coordination of such activities, it shall be the intent of the State Board of Education to develop, in cooperation with institutional personnel, a statewide plan whereby off-campus education can be encouraged and fostered with a minimum of duplication. (Chapter III, p. 8)

21. There are some postsecondary, nonbaccalaureate programs, primarily high-cost vocational-technical programs, that should be reasonably available throughout the state, but should not be taught in every community college of the state. Therefore, it shall be the policy of the State Board of Education to recommend that certain community colleges, especially metropolitan colleges, based upon a number of factors, undertake such of these programs as they are particularly suitable to offer; and further the State Board of Education will recommend to the Legislature that such programs receive adequate state support. (Chapter III, p. 8)

22. In order to avoid unnecessary duplication of institutions, facilities, and programs, it shall be the policy of the State Board of Education that, in areas where community colleges exist, the community college shall serve as the postsecondary area vocational school. For areas where community colleges do not exist and cannot be organized immediately, public baccalaureate institutions may continue to provide such services until the area becomes ready for a community college or until the area affiliates with a neighboring community college district. The allotment of vocational education funds will be based on this principle. (Chapter III, p. 9)

23. As a result of the great need for prevocational-technical skills at the secondary level, and in the interest of teaching efficiency and economy, it shall be the responsibility of the State Board of Education to establish appropriate standards in order that secondary area vocational centers and community colleges will avoid unnecessary duplication of programs and facilities. (Chapter III, p. 10)

24. In order that all students in a given area may have the opportunity to pursue a continuous vocational-technical program from high school through the community college level, it shall also be the policy of the State Board of Education to seek legislation to effectuate coterminous boundaries between intermediate and community college districts. (Chapter III, p. 10)

25. In an effort to stimulate cooperative programs in several areas, it shall be the policy of the State Board of Education to give attention to the promotion and coordination of regional programs with neighboring states, research and public service programs, and cooperative programs with private industry as the occasions arise. (Chapter III, p. 13)

Planning and Coordinating Growth and Expansion of Physical Facilities

26. Although it is not clear that there is an optimum size for an educational institution, it is believed that an educational institution cannot wisely be expanded indefinitely. Therefore, the State Board of Education shall study and recommend a state policy concerning institutional size, and the distribution of students among the institutions. (Chapter III, p. 15)

27. The State Board of Education is convinced that the future higher education needs of the State can best be met by the establishment of institutions governed by their own boards of control rather than by the establishment of branch campuses. Consistent with this conviction, it shall continue to be the policy of the

State Board of Education to encourage the parent institutions to extend autonomy to the four existing branches. (Chapter III, p. 16)

28. The State Board of Education is responsible for making recommendations concerning the formation and scope of new institutions. Therefore, it shall be the policy of the State Board of Education, in recommending the establishment of any new institution, to offer guidelines to the new governing board on how the institution should grow, the level of instruction to be offered, and the variety of professional programs and the timing of their introduction. (Chapter III, p. 17)

29. The State Board of Education believes that every resident of the state should have access to community college services. Therefore, it shall continue to be the policy of the State Board of Education that all areas of the state be included in independent community college districts; and that all people of the state should have access, as residents of a district, to appropriate community college services. (Chapter III, p. 18)

30. In keeping with the belief that all residents of the state should reside in a community college district, it is essential that community college campuses be located to serve the largest number of people, within the shortest commuting distance. Therefore, it shall be the responsibility of the State Board of Education to take the initiative in establishing guidelines for locating community college sites within their respective districts in sueh a way as to provide the greatest services to all of the people of the district, and in keeping with overall state plans for higher education. (Chapter III, p.18)

31. The presence of a residence hall at a community college is a contradiction to the fundamental principle underlying the community college concept as an institution for commuting students, although there may be circumstances under

which a residence hall is appropriate. Therefore, it shall continue to be the policy of the State Board of Education to take the initiative in establishing guidelines for determining the appropriateness of residence halls on community college campuses. In keeping with this position, the construction of a residence hall by a community college shall have the prior approval of the State Board of Education. (Chapter III, p. 19)

32. Community colleges have a unique role to play in the higher education field, and because this role is focused upon local needs, it shall continue to be the policy of the State Board of Education that no community college should be transformed into a baccalaureate institution. If and when it is determined that a public baccalaureate institution is needed in an area, it should be established in its own right, rather than as an outgrowth of an existing community college. (Chapter III, p. 20)

Operating and Capital Costs of Higher Education

33. Because of the growing concern over tuition and fee charges, it shall be the responsibility of the State Board of Education to initiate a study of the entire gamut of student tuition and fees charged by both the public baccalaureate institutions and community colleges. (Chapter IV, p. 6)

34. The State Board of Education is desirous of keeping to a minimum the number of requests for information from the institutions. Therefore, it shall be the intent of the State Board of Education to make requests for financial information from the higher education institutions in terms of such definitions of accounting and reporting terms as are agreed upon by the institutions and state agencies involved, and, in addition, the State Board of Education will strongly encourage the baccalaureate institutions to bring about a speedy completion of an accounting manual that will be acceptable in meeting the needs. (Chapter IV, p. 6)

35. The present system of counting and reporting students by the public baccalaureate institutions is practical and acceptable to most agencies. Therefore, it shall be the policy of the State Board of Education to adopt the present public baccalaureate system of counting and reporting students as set forth in the last chapter. (Chapter IV, p. 7)

36. The State Board of Education does not believe that a student should be penalized through the charge of a nonresident fee because his school district is not a part of a community college district. Therefore, it shall be the policy of the State Board of Education that, when a student attends a community college as a nonresident student in order to secure an approved course of training that is not available to him in his own school district, the excess of the tuition charged him over the standard charge to resident students shall be paid by the student's home district. To effectuate such an arrangement, appropriate legislation will be recommended. (Chapter IV, p. 12)

37. The educational programs of community colleges vary widely and, as a result, some colleges are penalized by a standard per student appropriation. To avoid such inequities, the State Board of Education, with the advise of the boards of trustees of community colleges, shall recommend a new way of determining appropriations for community college operations, one which will separate community college appropriations from the public school formula for state aid and be more in keeping with the procedures for appropriating funds to other institutions of higher education. (Chapter IV, p. 13)

38. The importance of annual revision of projections for operations cannot be stressed too strongly because conditions constantly change. In keeping with its constitutional mandate to advise the Legislature, it shall be the responsibility of the State Board of Education to carry on a continuous study of the operating needs of both the public baccalaureate institutions and community colleges. (Chapter IV, p. 18)

39. As a result of the emerging role of community colleges, it shall be the responsibility of the State Board of Education to continue to study and recommend the sharing of the cost of land acquisition and the proportion of the state's share of capital costs that should be provided community colleges. (Chapter IV, p. 19)

40. The projected costs of facilities in terms of future enrollments and programs is an important undertaking if spaces are to be available. Therefore, it shall further be the responsibility of the State Board of Education to submit updated annual capital outlay projections to the Legislature, consistent with the constitutional mandate to advise concerning the financial requirements of higher education. (Chapter IV, p. 26)